

# EDEXCEL INTERNATIONAL GCSE (9-1) **Business**

Understanding assessment  
and improving delivery

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First teaching in 2017, first assessment in 2019.

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# Session agenda

- Welcome and brief overview of Pearson Edexcel
- International GCSE Features
- International GCSE in Business (9-1) - Points based teaching and marking
- Support and questions



# Aims and Objectives

Delegates will:

- be introduced to the idea of assessment objectives: what they are and how they are used in examination papers,
- learn which types of question match the different assessment objectives,
- consider each assessment objective, looking at how questions in these areas have been answered by looking at feedback from the previous exam series,
- discuss strategies for teaching to try and ensure students can access questions targeting different assessment objectives,
- review the support Pearson offers for the qualification,
- network, discuss best practice and share ideas with other teachers.



# Polls



# Welcome to Pearson Edexcel

Welcome to Pearson Edexcel,  
the world's leading learning company  
and the UK's largest awarding body.

We set the standard for worldwide  
recognised qualifications, built on the  
UK educational system and accepted  
by universities worldwide.

We have a simple mission:  
**to help make a measurable impact on improving people's  
lives through learning.**

*“We judge  
ourselves – and  
invite others to  
judge us – not by  
the products that  
we make but by the  
impact on  
learners.”*

**John Fallon,**  
Chief Executive Officer, Pearson



# Where does International GCSE fit in?

Delivering a consistent learning journey for teachers and students aged 5 to 19, everywhere in the world. The iProgress family includes:



## More than just a curriculum or qualification

iProgress offers a range of curriculum support resources, tools and services including training, professional development, print and online teaching materials.

# World-class features

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Developed using an understanding and benchmarking of **all educational systems**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

# The global transferable skills framework

## COGNITIVE

Core skills brain uses to think, learn and reason – used to carry out any task.

**Critical Thinking, Problem Solving, Analysis, Decision-making, Creativity**

## INTRAPERSONAL

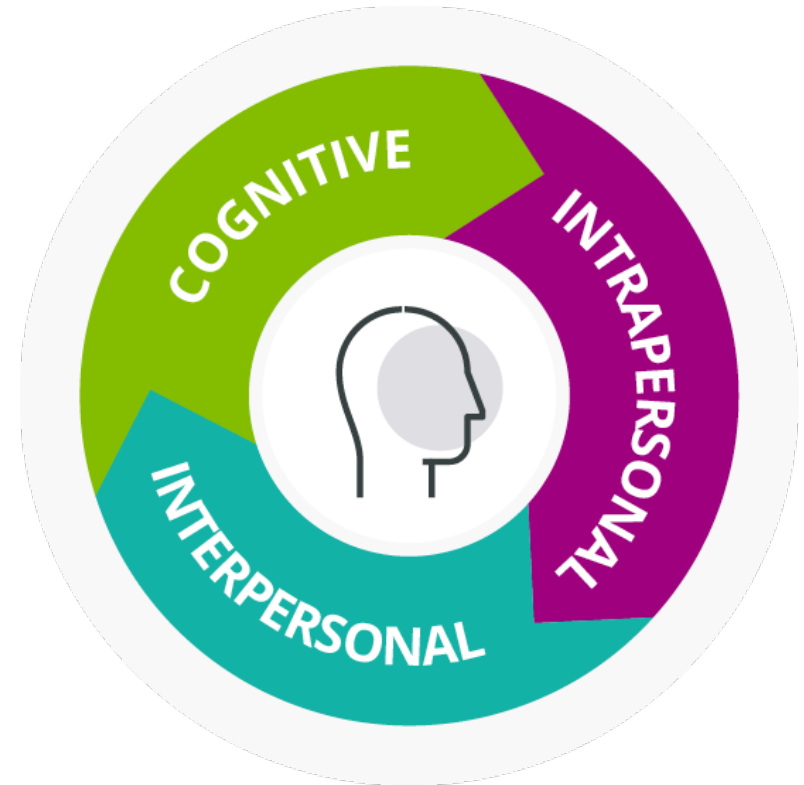
Emotional intelligence, ability to know, understand and manage own emotions and learning.

**Adaptability, Continuous Learning, Intellectual Curiosity, Work Ethics, Self-Evaluation**

## INTERPERSONAL

Life skills used every day to communicate and interact with others, individually and in groups.

**Teamwork & Collaboration, Communication, Negotiation, Empathy, Leadership**





# Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills naturally occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>
- Mapping document for International GCSE in Business can be found [here](#)

# International GCSE (9-1)

Ages 14-16

# International GCSE (9–1) grading scale

## Awarding

- The grading system has changed, however our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards.



# The new 9–1 grading scale structure

The new grading scales gives teachers **more information about student's attainment** to help progression to A Level, and universities more information when looking at accepting students into HE.

The new **grade 9** represents a new level of attainment and we've introduced this to really differentiate top performing students

There's **greater differentiation in the middle of the range of grades**, with three grades (4, 5 and 6) instead of two grades (grades B and C).

Using the same scale for Pearson Edexcel GCSE and International GCSE allows **clear comparison with English standards**, unlike the A\*-G scale.

NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	
3	D
2	E
1	F
	G
U	U



# Introduction to Edexcel International GCSE in Business



# Subject features

**Reviewed and updated in light of UK GCSE changes**

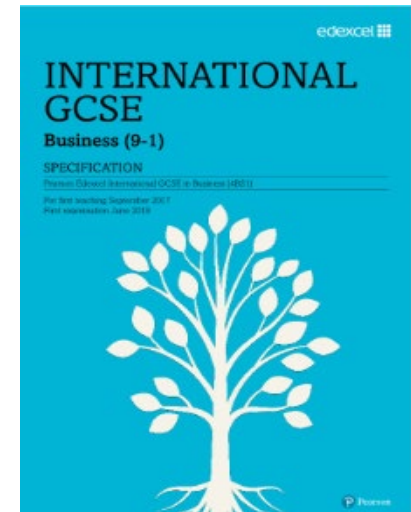
**Supports global outlook**

**Develops enquiry, analysis and research skills**

**Interdisciplinary linkages**

**TeachingBusiness  
@  
Pearson.com**

**Transferable Skills embedded**



# Specification design principles

- Simplified question paper and specification layout.
- Four assessment objectives
- Two equally weighted papers
- Consistent structure in both papers
- Clearly defined command words and mark tariff
- Recommended 120 guided learning hours.





# Assessment objectives

<b>AO1</b>	Recall, select and communicate knowledge and understanding of business terms, concepts and issues	27–28*
<b>AO2</b>	Apply knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts	38–39
<b>AO3</b>	Select, organise and interpret business information from sources to investigate and analyse issues	22–23
<b>AO4</b>	Evaluate business information to make reasoned judgements and draw conclusions	11–12

 \* A maximum of 15% of total qualification marks will assess knowledge recall.



# Overview of the specification

- Up to date content to reflect changes in business practise.
- Two exam papers, one paper focusses on small business, second paper focusses on larger business
- Four questions per paper.
- 10% of the marks in each paper (8 marks) will focus on assessing quantitative skills.
- New 9 to 1 grading scale, with 9 being the top level.



# Overview of the exam papers

	Content overview	Assessment overview
<b>Paper 1: Investigating small business</b>	<ul style="list-style-type: none"><li>• This paper will draw on all topics.</li><li>• The question scenarios are based on a small business (up to 49 employees).</li><li>• 4 compulsory questions – each worth 20 marks</li></ul>	Written examination: <ul style="list-style-type: none"><li>• 90 minutes</li><li>• 80 marks</li><li>• 50% of the qualification</li></ul>
<b>Paper 2: Investigating large businesses</b>	<ul style="list-style-type: none"><li>• This paper will draw on all topics.</li><li>• The question scenarios are based on a large business (more than 250 employees).</li><li>• 4 compulsory questions – each worth 20 marks</li></ul>	Written examination: <ul style="list-style-type: none"><li>• 90 minutes</li><li>• 80 marks</li><li>• 50% of the qualification</li></ul>



# Paper demand

- Each question is 'ramped'.
- Questions start with lower mark tariff sub-questions and build into the higher mark tariff sub-question(s).
- Assessment objectives clearly linked to questions.
- Allows students to build confidence as they work through the paper.
- Approach ensures the paper is accessible for **all** students

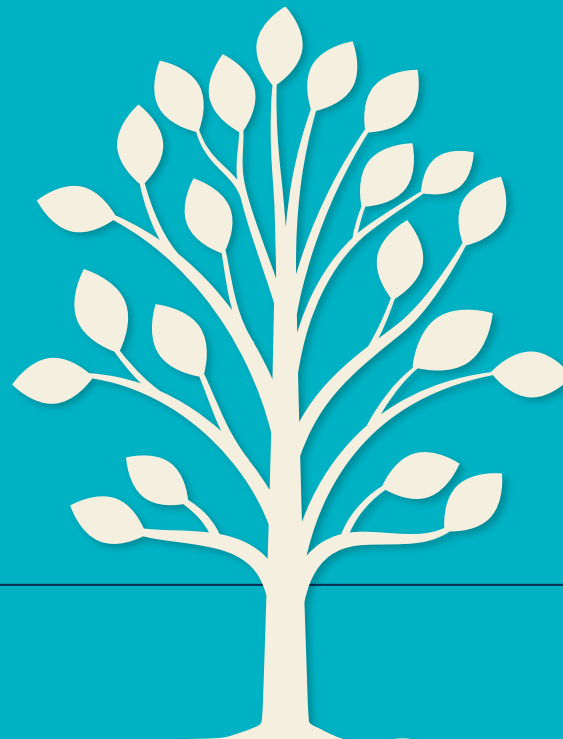


# Structure of Question Paper 1 & 2

Question 1: 20 marks	Question 2: 20 marks	Question 3: 20 marks	Question 4: 20 marks
6 x MCQs Short and longer answer questions.	Short and longer answer questions.	Short and longer answer questions.	Short and longer answer questions.
Students may be asked to calculate.	Students may be asked to calculate.	Students may be asked to calculate.	Students may be asked to calculate.
1 x 6-mark Analyse question at the end.	3 x 3-mark questions. 1 x 9-mark question.	1 x 6-mark question. 1 x 9-mark question.	1 x 6-mark question. 1 x 12-mark question.
<b>Taxonomy:</b> MCQ (1m) Define (1m) State (1m) Calculate/Outline (2m) Explain (3m) Analyse (6m)	<b>Taxonomy:</b> State (1m) Calculate/Outline (2m) Explain (3m) Justify (9m)	<b>Taxonomy:</b> Define (1m) Calculate/Outline (2m) Analyse (6m) Justify (9m)	<b>Taxonomy:</b> Calculate/Outline (2m) Analyse (6m) Evaluate (12m)

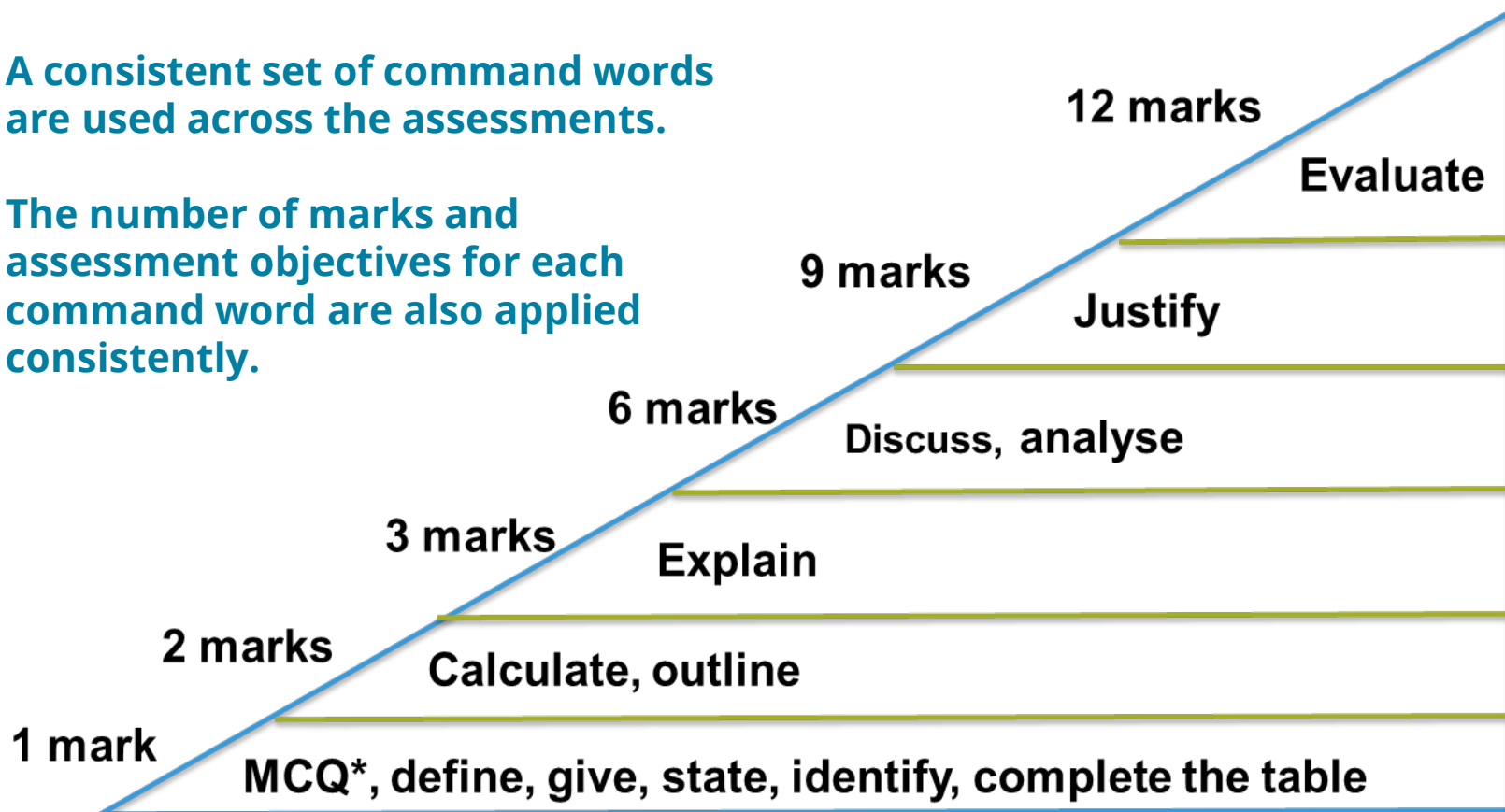


# Teaching and delivery points based questions



# Command words used in each paper

- A consistent set of command words are used across the assessments.
- The number of marks and assessment objectives for each command word are also applied consistently.



\* 1 mark per selection; multiple choice questions may require the selection of more than one answer



# A01 – Knowledge:

Recall, select and communicate knowledge and understanding of business terms, concepts and issues (27–28%\*)

\* A **maximum of 15%** of total qualification marks will assess knowledge recall.

- Questions are linked to the A0s and must match the percentages shown
- Note that there is only 15% of the marks for straight forward recall
- This will generally be rewarded in the 1 mark questions



# A01 – Knowledge:

A01 – knowledge is required in the following points-based questions:

- Multiple-choice – these questions may require the selection of more than one answer
- Define
- Give
- Identify
- Complete the table – all **1 mark**
- Explain – **3 marks**

Candidates are **not** required to use context in answer, all questions will be generic.

A01 is also required for the 12 mark levels-based question.





# Ao2 – application:

**Apply** knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in **specific contexts (38-39%)**

To help application in their answer students should read the question context carefully and use this in their answer. They could also consider:

- The market/sector the business is operating in
- Who are its competitors
- How the business markets/communicates with customers
- What opportunities/threats/issues it may face

Context is **not** merely putting the business name, or other words, from the question in answer.

**Teaching activity:** give candidates a business scenario and get them to work in pairs to identify all the application/context that they can



# A02 – application:

A02 – application is required in the following points-based questions – generic knowledge will **not** be rewarded:

- State – 1 mark
- Outline – 2 marks
- Calculate – 2 marks



# Activity 1

## Application/Context – A02 -

Backyard Shoez (2019, paper 1 – small business)

*Backyard Shoez* is a retail business located in Nairobi, Kenya. It sells a wide range of shoes, handbags and accessories for ladies only. *Backyard Shoez* has three shops in Nairobi. The shops are located in a busy shopping centre where there are other shoe shops.

Write down as many application/context words as possible that relate to *Backyard Shoez*: think about the market it operates in, who is customers/competitors are ...



# Activity

*Tata Motor Company* (2019, paper 2 – large business)

*Tata Motor Company* began trading in 1868, and is now part of a large group of companies that is estimated to be worth \$100 billion. *Tata Motor Company* manufactures a wide range of cars, buses and trucks. It is India's largest maker of vehicles with manufacturing centres in many countries including Korea, Italy and the UK.

One of the main aims of *Tata Motor Company* is to produce goods that the public want and need. It is currently working on electric cars that are more environmentally friendly. *Tata Motor Company* plays an active role in community development such as building schools, houses and investing in the health and welfare of local people.

Write down as many context words as possible that relate to *Tata Motor Company*, : think about the market it operates in, who is customers/competitors are ...



# ‘State’ questions:

- Always worth 1 mark.
- Designed to test application (AO2).
- Students are required to provide an answer in context.
- ‘State’ questions can appear in questions 1 and 2.
- To earn the mark, the answer must demonstrate Application (AO2) rather than Knowledge (AO1).



# ‘State’ questions: Exemplar 1

(d) State **one** method *Backyard Shoez* could use for on-the-job training.

(1)

Back yard Shoez could use on the job training for training the staff in customer service or admin by using already skilled members of staff to show them what to do.

Answer: Back yard Shoez could use on the job training for training the staff in customer service or admin by using already skilled members of staff to show them what to do .



# ‘State’ questions: Exemplar 2

(d) State **one** reason why a *Tata Motor Company* employee could be dismissed.

(1)

Gross misconduct e.g. stealing

Answer: Gross misconduct, eg stealing.



# ‘State’ questions: Exemplar 3

(d) State **one** method *Backyard Shoez* could use for on-the-job training.

(1)

~~Ex~~ Let the senior teaches the new employee on  
selling and arranging shoes.

Answer: Let the senior teaches the new employee on selling and arranging shoes





# ‘Calculate’ questions:

- Always **worth 2 marks**.
- Designed to **test application** (AO2).
- ‘Calculate’ questions can appear in **in any question**
- No marks are awarded for stating the formula.
- All ‘calculate’ questions will have an answer template
- If students provide multiple answers, **the only answer that counts is the one written on the line provided** (as highlighted on the following slide).
- Where applicable, answers should be given to two decimal places (2 dp).



# Sample 'Calculate' Answer Template

- (c) Using the information in Table 1, calculate the cost of sales for the business. You are advised to show your workings.

**This is where we will expect  
candidates to place their final  
answer.**

\$.....



# ‘Calculate’ questions: Mark Scheme

Question number	Answer	Additional guidance	Mark
1(e)	<b>AO2 2 marks</b> $\$600/\$800 \times 100$ Answer: 75%	Award 1 mark for correctly substituting numbers into formula.  Award full marks for correct numerical answer without working.	(2)

Assessment objective tested. Notice there is no AO1 – this is why there are no marks awarded for a formula.



# 'Calculate' questions: Exemplar 1

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

**Figure 1**

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

Revenue - cost of sales. x

(2)

$\frac{\text{Gross Profit}}{\text{Revenue}} \times 100$

$$\frac{500\,500}{570\,000} \times 100 = 87.80701754385964\ldots$$

$$= 87.81\%$$



# 'Calculate' questions: Exemplar 2

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

**Figure 1**

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

(2)

$$\text{Gross profit margin} = \frac{500\,500}{570\,000} \times 100 = 87.9\%$$

88% %



# ‘Calculate’ questions:

Figure 1 is an extract from the statement of Profit or Loss Account of Backyard Shoez.

	Ks
Revenue	570 000
Cost of goods sold	67 500
Direct labour	2 000
Total cost of sales	69 500
Gross profit	500 500

**Figure 1**

- (e) Calculate the gross profit margin to 2 decimal places. You are advised to show your working.

(2)

$$\frac{500,500}{570,000} = 0.87 \times 100$$
$$= 87.80$$

87.80 %



# ‘Outline’ questions

- Always **worth 2 marks**.
- Designed to **test Application (AO2)**.
- A **points-based mark scheme** is used.
- Students needs to **state one benefit/drawback/impact/method** etc. and **provide one strand of development**. Within the answer **there must be evidence of context** to score both marks.



# ‘Outline’ questions: Mark Scheme

(b) Outline **one** reason why a restaurant group is best described as being in the tertiary sector.

(2)

Question number	Answer	Mark
3(b)	<p><b>AO2 2 marks</b></p> <p>Award 1 mark for identifying a reason why a restaurant group, such as Haji Biriyanis is part of the tertiary sector of the Bangladesh economy, plus 1 further mark for linking it to the context of the question.</p> <p>Haji Biriyanis serves food (1). This means that it provides a service to consumers (1).</p> <p><b>NB</b> Do not accept reasons that would not be appropriate for the context of Haji Biriyanis.</p> <p><b>Accept any other appropriate response.</b></p>	(2)





# 'Outline' questions: Exemplar 1

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

One impact would be that Backyard shoez will have lower profits. Since higher interest rates will affect their total costs which in return affect their profit.



## ‘Outline’ questions: Exemplar 2

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

That means Backyard Shoez will have to  
pay more interest ~~for~~ <sup>in order</sup> to borrow money from banks.

Therefore ~~they will~~ <sup>will making</sup> less profit due to more  
money is spent.



# 'Outline' questions: Exemplar 3

(b) Outline **one** impact on *Backyard Shoez* if interest rates increase.

(2)

• The cost of borrowing money will increase

Therefore if they make a profit the profit  
would be reduced because of the  
increased interest rates.



# ‘Explain’ questions

- Always **worth 3 marks**.
- Designed to **test knowledge and understanding** (AO1).
- No context is required.
- Will **only appear in Questions 1 and 2**.
- Will always be of the nature **‘Explain one...’**
- **Four ‘explain’ questions** in each paper.
- Candidates need to provide **two** linked strands following on from the identification of **one** impact/method/advantage/disadvantage etc.



# ‘Explain’ questions: Mark Scheme

(e) Explain **one** benefit of using lean production methods for a business.

(3)

Question number	Answer	Mark
2(e)	<p><b>AO1 3 marks</b></p> <p>Award 1 mark for identification of a benefit of lean production and a further 2 marks for an explanation of that benefit, up to a maximum of 3 marks.</p> <p>Reduced waste (1) - as unnecessary stock is removed from the production process (1) therefore costs are reduced (1).</p> <p><b>NB</b> Answers that list more than one benefit with no explanation will get a maximum of 1 mark.</p> <p><b>Accept any other appropriate response.</b></p>	<p>(3)</p>



# Explain questions: Exemplar 1

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

One way a business could increase its gross profit margin is by work on increasing its sales by increased advertising, ~~at~~ special discounts and seasonal offers.



# Explain questions: Exemplar 2

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

- Decrease the cost of sales
- ~~Be there~~ Bulk buying of raw materials will reduce the cost per unit.
- Gross profit margin will increase.



# Explain questions: Exemplar 3

(f) Explain **one** way a business could increase its **gross profit margin**.

(3)

Business could increase its gross profit margin by reducing the cost. Business can reduce the cost by bulk-buying which will make an economy of scale, so the cost will decrease. This will make the company increase the market share and gain more <sup>gross</sup> profit margin.





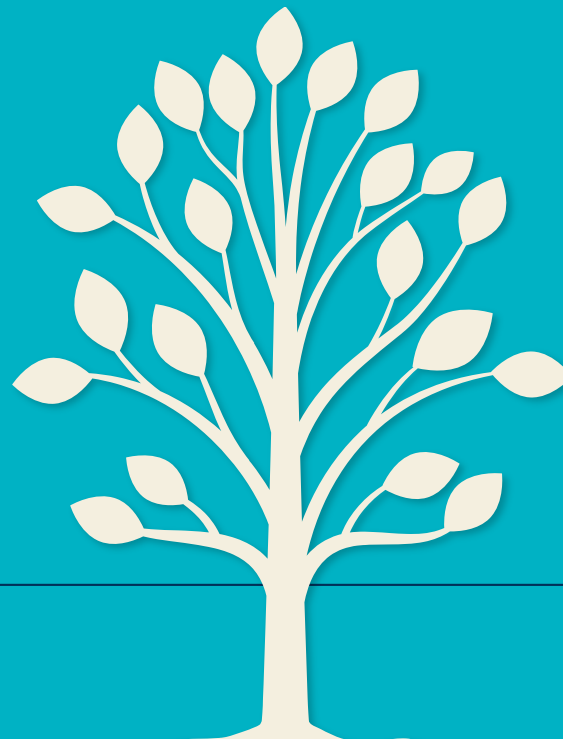


# **Marking**

## **Activity 1:**

**You will find further  
examples of these  
types of questions in  
the Delegate Booklet**

# Questions?



# Your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is **Colin Leith**

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Sign up for monthly newsletters from Colin to stay on top of qualification updates, training, course materials and industry news.



ALWAYS LEARNING